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ABSTRACT

Program activities inherent in and important to career education include such elements as school-industry cooperation, job placement, school-community coordination, and innovative instructional methods. This report contains abstracted descriptions of vocational guidance and career education programs in New Jersey. Presented first are brief summaries of the Hackensack Project, a preschool through adult career education model program, and of Governor Cahill's Career Development Pilot Project for the establishment of career education programs extending from the elementary grades through high school. The bulk of the report consists of descriptions of vocational guidance and job placement services in high schools, school-community coordination programs, multimedia techniques for career guidance, job placement and counseling training sessions at two state colleges, and special vocational guidance and counseling programs for disadvantaged students and school dropouts. All of the described programs may be used through planned expansion to build a fully articulated career education project in New Jersey. (MF)

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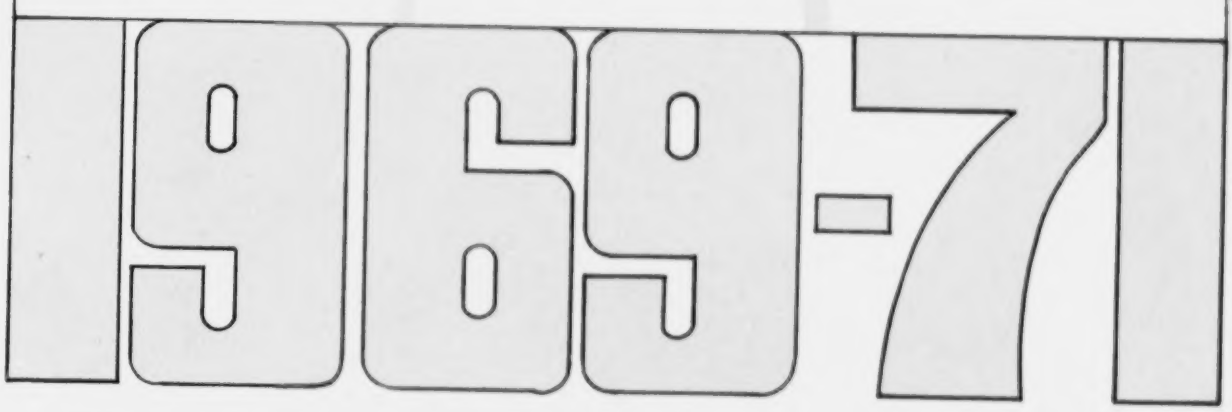
vocational guidance & CAREER EDUCATION PROGRAMS



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DIVISION OF VOCATIONAL EDUCATION

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REPORT OF 1969/71

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INTRODUCTION

Although Career Education remains relatively undefined in specifics, certain program activities have been identified as essential elements. In Georgia, New Jersey, Delaware, and other states whose exemplary projects provided demonstrations of school-based Career Education, the elements such as school-industry cooperation, job placement, school-community coordination and innovative instructional methods have been recognized as vital to program success. In fact, activities of this sort are inherent in the definition of Career Education and are important in themselves. Any school may profit from effective school-industry cooperation and school-community coordination, and from a placement service capability for students not being served in any other way.

This report contains abstracted descriptions of these programs as well as of teacher and counselor training sessions so vital to the effective functioning of Career Education. Hopefully, it will provide the reader with direction for the implementation of these elements of Career Education. The experience of proven programs may be drawn upon as both a source of ideas and as a base for further experimentation.

I. THE HACKENSACK PROJECT:
A National Career Education Model In Our Midst

On August 13, 1971, Governor Cahill announced that the United States Office of Education had nominated the Hackensack Career Education program as one of the top five in the country. Such a nomination bears with it funds to carry the program during the next three years. In view of the 50 state competition, this is considered quite an honor for Hackensack and the Division of Vocational Education. It was in January of 1969 that the Division of Vocational Education designed and submitted a proposal entitled Career Development - A Pre-School through Adult Model Program for the Hackensack, New Jersey School District. The proposal followed the recommended approach in assuring that the experiences provided would engage the students in a planned sequence along the pre-school through adult continuum. A second requirement was that the programs comprising the total "package" were to be made up of proven projects.

The following overview of program elements makes clear Hackensack's commitment to comprehensive career education. Certain components, such as the various adult programs are treated together for the sake of clarity.

The description of the Hackensack project which follows will provide the reader with a basic framework of planned sequential activities.

By continuing programs we mean those that comprise a permanent part of the curriculum or that we plan to repeat each year. In most cases, these are based on a pre-established curriculum plan spanning a full school year. In certain cases, however, they are of shorter duration. The Job Fair, for example, is conducted for one week each year. Though continuing programs are pre-structured they are evaluated continually and revised as seems necessary.

Job Fair

The Job Fair is a week long program conducted at the high school each year for students in the senior class. During this week, representatives from many local business and industrial firms conduct job interviews with interested seniors. Many students are hired as a result of these interviews. In any case, the Job Fair provides a learning experience in job interview procedures and conduct for all students who take advantage of it.

Summer Community College Program

For tenth and eleventh grade students with low career expectancy, this program provides exposure to a nearby community college during a six week summer session. These students will have the opportunity to observe and participate in the wide variety of programs the school offers in general education and career training. In this way, they are encouraged to find an avenue of development consistent with their abilities and interests.

Technology for Children

Through world-of-work projects growing out of classroom study units, students in the early elementary grades are led toward an understanding of modern technology and encouraged to respect work in its many forms. the projects engage them in a wide variety of "hands-on" activities with the tools and materials of modern business and industry ranging from basic carpentry tools to office machines. As they assume roles in a classroom, business office, assembly line, photography studio or construction crew, for example, the students can also begin to understand the complexities of on-the-job relationships of all kinds as well as the importance of individual responsibility and contributions.

Parochial School Technology Program

Local parochial elementary schools will participate on a limited basis in the Technology for Children program described above.

Vocational Program for Students With School Adjustment Problems

For those students with serious school adjustment problems, this program offers the opportunity of continuing to graduation while at the same time gaining valuable work experience and occupational training. Under a shared time concept, the students work mornings at jobs in either auto mechanics shops or business offices (girls) and spend their afternoons at the high school completing required course work and receiving intensive occupational training related to their morning work. This training stresses an informal, small group approach in keeping with the special needs of these students.

Evening Adult Vocational Training

This program offers any adult in the school district a chance to explore a new occupational area to increase his career potential or to simply enrich his use of leisure time. Through evening courses in metal shop, auto mechanics, cabinet making, offset printing, foods, clothing, commercial art and typing, etc., those interested may avail themselves of expert instruction and the facilities of the high school laboratories and shops. Potential enrollees will also receive advice from trained counselors as to their choice of courses and the prospects for putting their newly acquired skills and interests to use.

Non-native Adult Evening Program

This program provides for the special needs of non-native adults through instruction in English language skills coupled with shop experiences related to their working life. Its immediate aim is to impart a greater ease and familiarity with industrial terminology and the language of job interviews, classified ads, job applications, etc. In general, it will cover those areas of communication essential for successful job entry and work adjustment.

Intensive Training for Twelfth Grade Students

In the last half of their senior year, students may take advantage of an opportunity for intensified occupational training in one of a number of basic skill areas. Courses in machinist training, welding, photo-offset printing, clerk-typist skills, drafting, sheet metal working, keypunch operating and dental assisting are sponsored by the Career Center through the local

Adult Training Center. Interested students may enroll on a shared time basis if their high school schedule permits or choose a course which meets during evening hours. A certificate of training is given for successful completion of course work.

Occupational Awareness

As an important element in their career education for this stage, eighth grade boys and girls engage in an intensive program of career exploration through their industrial arts and home economics classes. The program provides for in-depth study of various occupational areas. Each unit involves a broad survey of the particular occupational area, classroom visits by industrial personnel, and at least one field trip to a representative occupational site. In their laboratory work, students will get considerable "hands-on" experience with the tools and materials of each skill area. In this way, they acquire a broad base from which further career exploration can proceed.

Job Placement Office

Through the Job Placement Office located in the high school, any student of work age may get assistance in finding full or part time employment. This service is also extended to graduates of the high school. The Job Placement Office also coordinates other activities such as the Intensive Training Program and the Job Fair, along with group counseling sessions involving common problems of the young worker.

Career Club Program

A number of Career Clubs have been begun under the auspices of local community agencies. They are designed to stimulate boys and girls aged 10 and 11 to begin thinking about their vocational future. Representatives of various professional and other careers are invited to address the members on their job activities, perferably accompanied by demonstrations of their key tasks with the youngsters joining in craft experiences. Through this exposure to career role models and the world of work generally, the children can begin to construct a hopeful career image for themselves.

Industrial Prep

The Industrial Prep curriculum offers boys in grades 10 through 12, the option of studying English, mathematics and science within a technical framework. Study units in this program are built around world-of-work themes and emphasize the way in which these three disciplines interrelate as tools for occupational problem solving. To boys with leanings toward early job entry or further trade training, this track offers a needed alternative to the college preparatory--general education choice. Through it, they can combine a sound academic foundation with a maximum of vocational exploration.

Cooperative Work Programs

The various cooperative work programs allow students in the late high school years to share their day between work and school in a way that maximizes the potential benefits of each. Their work experience provides for job rotation within a certain occupa-

tional area and expert training in each job encountered, for which they also receive course credit at the school. This is in addition to regular pay. In their half-day at school, they take certain courses required for graduation as well as one devoted to study of their occupational field and group guidance for problems encountered on the job. In this way, the school utilizes the training resources of the business and industrial community. Five such programs are offered covering the following areas:

- Cooperative Industrial
- Cooperative Office
- Cooperative Health
- Cooperative Home Economics
- Distributive Education

Special Needs Workshops

This program is directed toward the vocational needs of students in the educable and trainable categories, primarily the universal need to experience the satisfaction of work successfully performed. Within the sheltered environment of their own classrooms, these students work on job projects contracted from local business firms and are paid for what they produce. The projects are chosen for their high achievement potential and engage the students in production planning and related economic considerations. In this way, they are exposed to several aspects of the working world without the stress of competing in it before they are ready to do so.

Summer Remedial Program

A six-week program offered as an alternative to the regular summer school, this blends basic instruction in English and mathematics with related occupational projects. During the first part of their morning session, the boys attend classes, which are conducted informally and stress individualized instruction. The rest of the morning is spent either in the auto mechanics shop or on a building project somewhere on the school grounds depending on which area they chose. Both stress "hands-on" participation in various aspects of the building trades or auto repair and maintenance. Follow-up tutoring in their academic work is interspersed through their work period and another brief classroom session follows at the end of the school day. Full course credits are allowed for both academic areas and additional ones for the work segment.

Middle School - High School Seminar

Designed for middle school student with low vocational or school expectations, this program offers frequent contacts with the occupational world and the encouragement of older students who have perservered despite similar problems. Seminar sessions conducted by twelfth grade students in the Cooperative Work Program give the younger students a chance to discuss their problems with a sympathetic listener. A scheduled series of field trips covering major occupational areas provides needed exposure to a number of career role models. Activities of whatever kind are planned co-operatively by the students and thus encourage a sense of belonging to some aspect of school life.

Middle School Summer Vocational Exploration

A group of middle school students spend a summer session at the county vocational and technical high school trying their hands at a variety of skills under the direction of that school's instructors. They are chaperoned by high school seniors who act in a "big brother" capacity and conduct an organized recreation period each day. Their shop instruction stresses the fun of work activity and the rewards of seeing a finished product of their own making. In this way, these students see what the vocational school has to offer them and are thus better prepared to make their upcoming decision of what type of high school to attend. At the same time, the experience encourages them to explore their occupational interests and talents.

SPOT ACTIVITIES

Unlike the continuing programs, "spot" activities are intended to be conducted just once, though they may be repeated if they seem worthwhile. In general, they are developed in response to a request by a classroom teacher and related to some aspect of course content. They may last anywhere from a few hours for a field trip or demonstration to a period of several months as exemplified by the Colonial Crafts unit described below. A sampling of our spot activities follows.

.....a unit involving third graders in a study of work in Colonial America. Each student joined a craft group as either an "apprentice" or "master craftsman" and worked at such projects as weaving, candlemaking, carpentry, sewing, quilting, baking, etc. In addition to this "hands-on" activity, the students also engaged in research projects on Colonial life. The unit culminated in a Colonial Fair at which the children displayed and sold the products of their handiwork as well as demonstrating some of the techniques involved in their craft.

.....a project delineating various careers in journalism through video-taped interviews with professionals in this field. The tapes were produced in conjunction with a high school journalism teacher and will be used in her classes. In each interview, the subject discussed the nature of his work, the preparation needed for it and opportunities in the field.

.....a project depicting job categories in the field of advertising through a video tape produced at a local ad agency. A high school English class planned the project as part of a classroom unit in advertising. At the agency, an ad theme the students had created was processed through all the stages for a magazine ad. Each of these was explained by agency personnel and documented on video tape.

.....a unit for third graders in health occupations involved talks, demonstrations and "hands-on" experience with inhalation therapy, electrocardigrams, optometry and dental hygienics. On a tour through Hackensack Hospital personnel. The information they compiled will be used for a pamphlet they are making in health occupations.

.....a project involving high school students in an exploration of career opportunities in a large drug firm. A group of students representing various school departments are working with representatives from the Hoffman-LaRoche company in planning a series of career experiences using that firm's facilities. These will engage larger groups of students in studies of a variety of occupations ranging from skilled maintenance to science lab work.

.....a project for first graders in careers related to animal care. Classroom demonstrations were given in poodle grooming, dog training and cat care in which the children were allowed to participate in certain of the tasks. The unit also included a visit to a local pet shop.

.....a project for second graders in food preparation careers. A portable oven was purchased for the classroom. Under the direction of their classroom teacher, the children, dressed in chef's hats and aprons, baked bread and cookies, and prepared griddle cakes.

.....a project involving five second grade classes denlineating careers as "community helpers". Each group took a complete guided tour of either the local hospital, city hall, post office, courthouse or fire and police departments. The children took slides which they will later exchange as they tell each other about their experiences.

.....a trip to the NBC studios in New York by eighth grade students in the Immaculate Conception school. The students toured the studio and conducted an interview with Ron Milligan, one of the station's newcasters.

.....a first grade project focusing on "career hats" to introduce the jobs of baker, policeman, nurse, bus driver, construction worker, etc. The unit featured a class visitation by a local collector of specialty hats and walking field trips to meet representatives of these various careers. Hats were also purchased for the children to wear.

..... a project for fifth grade students exploring careers in the culinary arts and hotel - motel management. The project featured field trips to several restaurants and a large motel.

.....a project called "Youth and Industry" for high school students sponsored by several large corporations in the area. Students from the Economics and Industrial Prep classes will visit four large industrial plants (Hills Brothers, Faberge, Lever Brothers, and Lowe Paper) in consecutive weeks for a full plant tour and discussion will focus on principals of economics and industrial trends. The students involved will be given a test on economic principles prior to and following the project to determine its effectiveness.

.....a projects exploring careers in court reporting was open to all high school students. Those who expressed an interest in this field were taken to a school which trains court reporters where they were given pertinent facts about the nature of this work, the training required and future prospects in the field. Later, they visited the local courthouse and sat in on a trial where they were able to observe a court reporter at work.

.....a project for high school science classes at the Sandy Hook Marine Biology Laboratory. Plans are being made for students to visit this site to observe the wide variety of scientific and technical work done there with the possibility of participating in certain of the activities. Some functions of the laboratory will be documented on video tape for classroom use.

CAREER DEVELOPMENT CENTER STAFF

Director

...Supervises and coordinates all activities of the Center.

...Works with state personnel in the planning and development of Center functions.

School Industry Coordinators

...Work with classroom teachers and administrators in establishing our continuing programs in the schools.

...Work with classroom teachers in developing spot activities related to particular curriculum units.

...Enlist the cooperation and involvement of the business community in all phases of our school programs.

Media Specialist

...Oversees all operations of our audio-visual department, including storage, care and maintenance of an extensive line of media equipment.

...Provides the technical assistance for all projects involving media recordings or any use of media equipment.

...Works with Center and school personnel in planning utilization of media equipment for enrichment of career development activities.

Publicist

...Writes all material issuing from the Center for purposes of information or promotion.

...Compiles and writes official reports required by state and federal agencies.

...Has limited responsibilities as School-Industry Coordinator.

Job Placement Officer

...Oversees the operation of the Job Placement Office.

...Assists students in finding full or part time employment.

...Enlists the cooperation of business and community groups for Center activities.

...Has limited responsibility as School-Industry Coordinator.

II. GOVERNOR CAHILL'S CAREER EDUCATION PILOT PROJECT

On October 14, 1970, Public Law 1970, Chapter 230 was enacted by the New Jersey State Legislature. This legislation provided funds for the establishment of Career Education programs to extend from elementary school through high school. New Brunswick, Camden, and Rahway were selected as project sites. The project began in January, 1971.

Elements of the project in each of the cities are Technology for Children, Introduction to Vocations, Coupled Pre-Vocational Work Study, Job Placement, Career Resource Centers, and In-Service Teacher Training.

The Career Resource Center staff includes an Audio-Visual Media Coordinator and a School-Industry Cooperation Coordinator. The Career Resource Center provides both teachers and students a wide variety of instructional media and materials relating to occupations of all kinds.

A Self-Evaluation and Third-Party Evaluation of the Project has been conducted. Among the major findings of the Evaluation Report were the following:

- Student enthusiasm and response to the Project was excellent.
- Parents were in favor of the Project.
- The teacher's attitudes toward the Project were positive, and most of them felt that their students had made progress in the areas of attendance, interest level, work effort, ability to work with others, and self-concepts.
- It was found from objective tests that the pupils in Technology for Children showed gains in reading, vocabulary,

and occupational cognizance, although, as anticipated, the gains were slight.

. The Job Placement counselors of the Project felt a great sense of enthusiasm in helping students who applied for placement, and one of the counselors was able to locate more jobs than applicants.

The Career Development project emphasizes a new approach which combines technical activities and academic classroom lessons designed to provide occupational awareness with regard to vocational opportunities.

III. JOB PLACEMENT

Although public school systems have never entirely committed themselves to the responsibility for the placement of every student who graduates or leaves school, significant inroads have been made during the past two years through the services of vocational guidance and job placement, to indicate a positive trend in this direction.

In the Fall of 1967, fifteen school districts were invited to participate in a series of full-day conferences to study the problem and develop guidelines for high school job placement services. Following the basic framework constructed by this body, five school districts were selected to establish and conduct full-time job placement and vocational guidance services.

Through the efforts of the original planners and the five school districts who participated, the job placement and vocational guidance projects have presently expanded to 20. As the research and experiential knowledge of career planning develops, the commitment to facilitate "next step" decisions via vocational counseling and placement services will, in turn, be expanded to meet the demand of placing every employment bound youth.

The New Jersey Advisory Council on Vocational Education, in their 1971 Evaluation Report has expressed a continued commitment to effective Job Placement, in their finding that, "Vocational guidance and job placement services should be strengthened," and their recommendation that:

"The Division of Vocational Education should take the lead in developing and implementing models for vocational guidance, job

placement and follow-up, for use in all Local Education Agencies."

The projects assume:

. that placement services, within the guidance program, should be offered to all students, benefiting lower classmen as well as seniors.

. that schools educate youngsters for occupational choice. A natural step in this process should be the placement of students in part-time and full-time jobs.

. that placement of students on a part-time basis provides essential experiences for the non-goal oriented students who gains a new perspective of himself, education and the world of work.

Job Placement Program Objectives

To strengthen school guidance and counseling through a more sequential program of placement and vocational counseling which is appropriate for all students.

To develop student career knowledge that may be helpful in making curriculum decisions while still in high school and/or upon graduation.

To fill curriculum gaps experienced particularly by those students who are not goal-oriented as well as goal-oriented students who may need or seek further help so that they may attain a higher degree of self-realization.

To motivate students to attain their full potential by providing a climate for developing and testing attitudes, values, abilities, interests and aspirations.

To expand career information and opportunities for all students.

To develop employment prospects for the physically, emotionally and mentally handicapped students so that their school experiences are more in tune with their individual needs.

To improve lines of communication among counselors, teachers, and vocational and work-study program coordinators.

To improve public relations and expand coordination with business and community.

To provide job experiences as an integral phase of the curriculum to help students enjoy greater educational relevancy.

Hackensack Board of Education
Hackensack, New Jersey
Superintendent: Carl Padovano
Coordinator: Ed Acciardi

TITLE: Job Placement Coordinator

ACTIVITIES:

1. Address service clubs, civic groups, church groups, church groups and the like, informing them of the Career Development Center and its purpose.
2. Student applicants are referred to cooperating employers for placement.
3. Conferences and field trips to employment areas and to schools of higher learning conducted throughout the year.
4. Telephone contacts made with business and industry for job development.
5. Enlisted the cooperation of New Jersey State Employment Service and New Jersey State Rehabilitation to give testing, employment counseling and job placement to dropouts, handicapped and other needy students.
6. Career Day or Job Fair planned through the efforts of Chamber of Commerce and industrial members of the county.
7. Visitations to industrial plants to make students aware of different job offerings.
8. Involvement of students in their senior year in an intensive training program at Bergen Training Center.
9. Coordination with guidance counselors and work experience personnel on a daily basis regarding employment and vocational training for students.
10. Group and individual counseling sessions held regarding employment, vocational training, college admissions and other related areas.
11. Community agencies were involved in helping job placement coordinator.

RESULTS:

1. Five hundred students, dropouts, and graduates have been placed in jobs.
2. More than twenty visits made by coordinator to such places as city manager's office, Chamber of Commerce, Y.M.C.A., New Jersey State Employment, New Jersey Rehabilitation and

the Adult Learning Center.

3. Three hundred local stores and industries visited throughout the school year.

4. Eleven hundred students, dropouts and graduates referred to cooperating employers for placement.

5. Ten field trips to places such as Volkswagon of America, Budweiser Brewer, Nancy Taylor Business School and Cast-Optics (a large plastic cooperation).

6. More than fifteen hundred telephone contacts made with local business and industry.

7. Ninety youngsters helped by New Jersey State Employment and New Jersey Rehabilitation in the areas of testing employment counseling and job placement.

8. Large industries such as New Jersey Bell Telephone, Westinghouse, Continental Can and Public Service interviewed more than two hundred youngsters during a career day held at the high school.

9. Over one thousand group and individual counseling sessions held during term concerning employment, careers higher education and other related matters.

10. Eleven senior girls are preparing to become dental assistants. They are involved in a special intensive training program held at the Bergen Training Center.

Burlington City High School
Burlington, New Jersey
Superintendent: Robert F. Dotti
Principal: Raymond A. Costello
Coordinator: Jane G. Bowers

TITLE: Vocational Guidance and Job Placement Coordinating Services

ACTIVITIES:

1. Registered students desiring employment, and classified them in various categories.

2. Prepared a directory of local employers, business and professional, and sent letters (with return cards enclosed) to approximately 300 potential employers explaining our Job Placement Services.

3. Met with faculty and explained new Job Placement Services Team concept and operation.

4. Set up appointments for registered students to meet with

job counselors.

5. Secured special help and cooperation from Business Department, Industrial Arts Department, Home Economics Department and English Department in identifying students who could benefit from Job Placement Services Team assistance.

6. Developed plans for counseling team to visit in person or telephone employers as a follow-up to initial letter and card.

7. Contacted and maintained close working relationships with various agencies.

8. Requested placement on mailing list of monthly bulletins of "Job Opportunities in State Government" (Civil Service) and "Job Opportunities in Federal Government" (Civil Service) and provided performance testing and proficiency certificates at school for interested applicants.

RESULTS:

1. 220 Total number of students registered for J. P. S.
2. 100 Total senior students seeking full-time employment.
3. 85 Total senior students seeking summer employment.
4. 150 Total number of students interviewed at least once.
5. 120 Students now employed as a result of J. P. S.
6. 35 Students still seeking full-time employment.
7. 90 Total number of employers presently employing our students.
8. 20-30 Students assigned as Job Counselor's case load.
9. 50 Total Black students registered.
10. 42 Total Black students employed.

* Statistics are still incomplete as students are still going on interviews.

Bridgeton High School
Bridgeton, New Jersey
Coordinator of Project: LeRoy Garrison
Superintendent: Earl D. Freeland
Principal: Anthony Pekich

Continuing Program: 1969-70 and 1970-71

TITLE: Vocational Guidance and Job Placement

ACTIVITIES:

1. A vocational guidance and job placement service was established for the senior high school and its graduates.

2. Coordination with the various guidance counselors and work experience coordinators in the high school.

3. Coordination with New Jersey Employment Service, Community Action organizations, Probation Department, and Welfare Agency is being carried out.

4. Follow-up of the students taking advantage of the counseling and placement service is being formulated for the 863 students registered. 982 students in 1970-71.

5. A survey of the 192 prospective employers in the area was being conducted.

6. A Career Day was held at the high school with the idea of making all students aware of summer job possibilities and future career opportunities in the area.

7. Apprenticeship information programs were held for senior boys with outside speakers.

8. Orientation programs for ninth grade students were held.

9. The 313 employees are met on a regular basis to discuss school work and their transition to the world of work. 364 employees in 1970-71.

10. Visitations of trainees on the job is being conducted regularly. Three hours every afternoon is spent on visitations.

11. A part-time Summer Job Placement Program is in the planning stages.

12. Community Agencies engaged in the project includes: New Jersey Employment Service, Manpower, B'Nai B'rith Vocational Service, Chamber of Commerce, Community School Plan, Bridgeton Opportunity Center (SCOPE), N.Y.C., N. J. Rehabilitation Commission and area Service Clubs.

RESULTS:

1. Over 313 students have been assisted or placed on part or full-time jobs by this service, with over half of them being needy. 364 students in 1970-71.

2. Communications between the school, community agencies, employers, and local government have improved.

3. A resource file is being maintained through a community survey.

4. Students are participating in various vocational programs through the Job Sessions and Clubs.

5. Student's attitudes toward school work have improved.

6. In-service meetings with guidance counselors have played an important role in the success of the program thus far.

7. Employers find the placement service an asset to them and the community.

East Orange Board of Education
East Orange, New Jersey
Superintendent: Dr. Russell A. Jackson, Jr.
Director, Vocational, Adult and Continuing Education:
Stephen F. Freedman

Clifford J. Scott High School
Coordinator: Glenn A. Cohen
Principal: Andrew Bobby

East Orange High School
Coordinator: Joseph S. Rinaldi
Principal: Harry Veal, Jr.

TITLE: Job Placement Coordinator — Continuing Program, combined in 1969-70 and separated programs in 1970-71.

ACTIVITIES:

1. Applications from 200 students were received and reviewed in 69-70. Registered 546 students; 349 were employed; and earnings were approximately $153, 340.00 at East Orange High School in 1970-71. Registered 335; 181 employed; earnings approximately $45, 240.00 at Clifford J. Scott High School.

2. Participated in over 50 meetings with Administration, Businessmen, Industrial representatives and Community referral agencies.

3. Assisted Guidance Counselors and Administrators in changing of schedules and adapting curriculum for individual students to permit part-time work experience.

4. Established a working relationship with the Community Action Program, Neighborhood Youth Corps, Essex County Rehabilitation, Job Corps, State Employment Center, Model City's Program and the Chamber of Commerce. (Numerous

students were counseled, referred to, and assisted by these agencies).

5. Obtained publicity in local schools, community, and area newspapers and periodicals.

6. Processed and filed a multitude of vocational material and books for our career library.

7. Students taken on field trips to businesses, industries, vocational schools and training centers.

8. Supervised all vocational programs in the school so that conflicts and overlapping would not occur.

9. Brought into the school industrial training programs, providing technical instructions that led to full-time employment. (Bell Labs, A.R.A. Food Services, National Cash Register, were some participants). (East Orange High School)

10. Organized and planned a two-day Health Career Program with the Essex County Medical Association and the United Hospital of Newark. (500 students from 13 high schools participated).

11. Collaborated with all the city agencies for the purpose of obtaining summer jobs for the youth of East Orange. (450 slots obtained).

12. Hired 65 students for a Summer Work-Study Program (Clifford J. Scott High School)

13. Discussed on a regular basis the need for teachers to relate vocational objectives in their regular class lessons so as to better inform the students about the world of work.

14. Found and made available to teachers, vocational materials relating to their specific course areas at their request.

15. Arranged for all potential dropouts to be cleared through the Job Placement Office, for referral or assistance to continuing education, etc.

16. Gathered statistical information from all work-study programs and assisted in the funding applications for the vocational programs.

17. Aided in the setting up of the new Orange Job Placement Office.

18. Acted as Senior Class advisor (Clifford J. Scott High School)

19. Placed 24 students in a student teaching-tutoring program

(Clifford J. Scott High School)

20. Attended in-service seminars and workshops with business and colleges to better my own ability to provide vocational services to the students.

21. Directed the Job Placement Office in the Accredited Evening High School.

RESULTS:

1. The vocational programs and training supplied by business and industry have been a complete success. The participating students were employed full time in the area that they were trained.

2. The individual counseling that was done with the students before employment and during the job follow-up with the employer, proved to be successful.

3. Students have become more aware of their responsibility to themselves and to their employer.

4. Students seem to be gaining greater insight into their vocational interest and future careers.

5. Some students' grades and attendance improved because of the part-time work in the school.

Orange Board of Education
Orange, New Jersey
Director: Mr. Allen Pokrywa
Superintendent: Dr. Michael Ross
Principal: Mr. Dominic Cuccinello

TITLE: Vocational Guidance and Work Placement

ACTIVITIES:

1. Researched and set up training programs for high school students and dropouts, utilizing outside industry, Ford Motors, General Motors, Engine City, and A.R.A. Food Services.

2. Developed and implemented Armed Forces Career Day, bringing in all branches of the service to speak to high school students.

3. Working with the N. J. State Troopers to send Orange students to Trooper Youth Week at Sea Girt.

4. Working in close connection with the Neighborhood Youth and Development Corps to place 200 youths in part-time, summer-time and full-time jobs, with a great bulk of these students being selected from the other work study programs

at the high school, Cooperative Industrial Education, Distributive Education, Work Experience Cooperative Education Program.

5. Field trips and interviews arranged with Bell Telephone and Bell Labs.

6. Counseled youths from the ages of 14 years and up, on the world of work, obtaining employment and employee relationship. Counseling was both individual and group, formal and informal.

7. Follow-up with on the job counseling for constant motivation was also used.

8. End of the year counseling to all students not going on to higher education.

9. Contacted local newspapers giving press releases on current activities to better inform the public and private industry.

10. Development of resource materials on the world of work, public agencies and the Armed Forces for the use of the student.

TRAINING PROGRAMS	STUDENTS	AVERAGE MONTHLY PAY
Motor Companies	15	$ 1,500.00
A.R.A. Food Service	10	1,148.00
Private Industry (full time)	22	2,200.00
Armed Forces	9	
Private Agencies	200	7,000.00
Neighborhood Youth Corp		
Neighborhood Development Corp		
(Part-time Summer Jobs)		
	256	$ 11,848.00

Hoboken Board of Education
Hoboken, New Jersey
Superintendent: Thomas F. McFeely
Principal: Thomas F. Gaynor
Director: Arthur B. Calabro
Coordinator: Anthony Kolich

Continuing Program: 1969-70 and 1970-71

TITLE: Creative Vocational Placement

ACTIVITIES:

1. Arrangements were made for representatives of industry, business and technical schools to visit our high school to

speak to the students. (26)

2. Employer visits, personal and phone, were made for job development, for gathering pertinent information about the employers' activities, for maintaining good relations (886) and to acquaint students with nature of work.

3. Our employer file was expanded.

4. Enlisted the cooperation of the New Jersey State Employment Service to give testing, employment counseling, and job placement services to dropouts and others.

5. With the cooperation of the guidance department a follow-up study was made.

6. Students were oriented to vocational education programs.

7. Students, dropouts, and out-of-school youth were given direct assistance in locating and applying for jobs during school year and upon graduation.

8. Community agencies participating in the program were: New Jersey State Employment Service, Concentrated Employment Program, Hopes, Industrial Management's Club, Division of Veterans' Services, New Jersey Rehabilitation Commission and Hoboken Welfare.

9. Vocational counseling was given to individuals.

10. A special program was developed at the Maxwell House Coffee Co., a division of General Foods Corporation, where ten disadvantaged students worked last summer and where 14 will work this summer, performing clerical duties.

11. Participated on Curriculum, Slow-learner (CORE) and Narcotics Committees.

RESULTS:

1. The behavior and school attendance of the students improved noticeably.

2. Community agencies consulted us in seeking solutions to some of their employment problems.

3. The community as a whole and employers were pleased with the placement function in the high school.

4. Many opportunities for part-time and full-time jobs were received from local employers and employers in downtown Manhatten.

5. A current resource and employer file is maintained, and an up-to-date occupational file is available to students

and teachers.

6. Vocational and occupational materials were placed in the school library and guidance department for all students and teachers to use.

7. Job Placement and Vocational Guidance activities: July 1, 1969 to June 1, 1970:

	Total	Male	Female
Interviewed	1738	760	978
Referral to jobs	779	313	461
Placed in jobs	416	186	230

8. Job Placements to date number 284. (1970-71)

Public Schools of Edison Township
Edison, New Jersey
Superintendent: Charles A. Boyle
Director: Karl Ziegler
Coordinator, John P. Stevens High School: Stephen G. Achaves
Coordinator, Edison High School: James J. O'Leary
Duration: March 1 - June 30, 1971

Combined abstracts - Programs at Edison High School and John P. Stevens High School

TITLE: Job Placement Coordinator

ACTIVITIES:

1. Provided students with part-time employment during school.
2. Provided students with opportunities for summer employment.
3. Provided students with full-time employment upon graduation.
4. Provided vocational counseling.
5. Developed a public relation program.
6. Conducted a survey of employment currently available in school.
7. Provided group guidance concerning vocational information.
8. Visited personnel directors and store managers concerning our program.

RESULTS: Edison High School

1. Job Requests--The figures below represent the total number of companies, businesses or individuals requesting

employment help.

April, 1971	15
May	22
June	18, as of 6/17

2. Students Employed--These figures represent the total number of students who have been hired:

Month	Boys	Girls	Total
April	7	9	16
May	12	15	27
June (to 6/18)	14	10	24

RESULTS: John P. Stevens High School

Since the inception of the program:

1. 166 students were registered.
2. 35 students were employed.
3. The estimated gross income was $2,032.50.
4. 140 students were seen on an individual basis for vocational counseling.
5. 28 group counseling sessions were held.
6. A brochure describing our program was printed and mailed to approximately 550 personnel directors in business or industry.
7. A survey of students was conducted to determine the number of students working, etc. Results were published.
8. 59 visits to business and industries were made.

Perth Amboy Board of Education
Perth Amboy, New Jersey
Superintendent: Anthony V. Ceres
Principal: Michael E. Stofega
Coordinator: Robert S. Estok

Continuing Program: 1969-70 and 1970-71

TITLE: Job Placement Coordinator

ACTIVITIES:

1. Planned and distributed brochure throughout community - Job Placement and Work-Study Programs.
2. Developed plans for obtaining mobile training units.

3. Developed interviewing techniques and video-taped interview sessions with Work Experience Cooperative Education Program students.

4. Set up group guidance programs for students.

5. Guest speaker at Kiwanis Club discussing vocational guidance.

6. Worked in conjunction with Coordinator of Handicapped Work-Study program to develop job stations.

7. Attended conference conducted by N. J. Council for Research and Development.

8. Wrote new proposals for Job Placement Program for 1971-72.

9. Met with representatives from Middlesex County Office of Economic Opportunity.

10. Attended Rutgers Guidance Conference: Theme - "Women and Work - A Dual Role."

11. Attended two advisory committee meetings.

12. Worked on several projects with Central Jersey Industrial Education Council.

13. Conducted in-school demonstration for students with several area technical, business and/or vocational schools.

14. Met with Rehabilitation Counselor to discuss special Work-Study program for handicapped students in high school.

15. Developed plans and proposals for Work-Study program for the Handicapped.

16. Developed video tape for Introduction to Occupations classes.

17. Developed plans and made preparation for Job Opportunity Forum held on May 13-14 at Holiday Inn in Edison, N. J.

18. Interviewed seniors and set up testing days for General Aptitude Test Battery with the New Jersey Training and Employment Service.

19. Conducted student field trips to area companies for the purpose of employment.

20. Conducted student field trips to area technical and business schools for the purpose of inspection and testing.

21. Conducted group guidance sessions for students.

22. Developed plans for career day covering 18 careers plus military service and conducted same on March 12.

23. Developed plans for private schools seminar for juniors and seniors.

24. Developed possible job stations for part-time, full-time and summer employment for students.

25. Worked with the Bureau of Apprenticeship Training and Joint Apprenticeship Bureau to enable graduates to enter the trade unions.

26. Visited industrial and educational concerns.

27. Investigation and development of brochure of area Data Processing Schools.

28. Worked with C.J.I.E.C. representatives to develop VIEW DECK of microfiche job descriptions.

29. Invited guest speakers from industry and educational institutions to carry out class and group discussions.

30. Bussed 425 ninth graders to C.J.I.E.C. Career Fair at Woodbridge Armory on April 21.

31. Distributed and collected applications for the Neighborhood Youth Corps and Perth Amboy Recreation Department.

32. Speaker at State Department of Vocational Education meeting on Job Placement.

33. Speaker at New Jersey Vocational Guidance meeting on Job Placement.

34. Conducted career survey in High School, Shull, and Grammar Schools.

35. Attended meeting of State Department of Vocational Education on funding for 1972-73.

36. Worked on project for a Cooperative Office Practice class.

37. Attended a six-week workshop at C.J.I.E.C. on Behavioral Objectives.

38. Revision and updating of "Earn and Learn" pamphlet to include new programs.

RESULTS:

1. Job orders: Total number of company, business and individual requests for employment help. (In 1969-70 - 88) (July 70 - June 71 - 283)

2. Students employed: Total number of students who have been hired (July 70 - June 71 - 366)

3. Types of jobs: (July 70 - June 71) Part time - 277, Summer - 39, Full time - 50.

4. Summer job referrals (summer 71) Applications taken - 512, Processed - 352, Jobs - 229.

5. The estimated monthly gross per student during the January to June period was $116.57. The financial renumeration for all students totaled $20,176.61 for the six-month period.

Career Guidance
South Brunswick High School
Monmouth Junction, New Jersey
Superintendent: James A. Kimple
Principal: Walter W. Chesner

TITLE: Career Guidance Program In Cooperation with the Department of Education, Division of Vocational Education, State of New Jersey

ACTIVITIES:

1. To provide for the collection, maintenance, and interpretation of the individual record.

2. Questionnaires will be developed and given to the current senior class to determine who the terminal students are.

3. Provide for the collection, maintenance and dissemination of information about occupations, opportunities, requirements, trends, and outlook.

4. Field trips to places of business and industry will be carried on to give additional insight and first-hand information about the world of work.

5. In-service training of staff members to acquaint them with the vocational guidance program and how they can become involved in the total program.

6. Utilization of video-tape for photographing and recording local occupations for current and future use in vocational counseling.

7. The publications of newsletters, directories, community resource guide, occupational guide, and similar booklets to assist students with their vocational planning.

8. Placing of students in part-time and full-time employment.

9. Organizing of career guidance center for full implementation during next academic year.

RESULTS:

1. There is a need for a full-time counselor to work with terminal students in this area of career guidance in the high school.

2. A great deal of enthusiasm was displayed by the Industrial Commission and personnel from Industry in a cooperative effort to develop a career guidance program.

3. The program was well received by the faculty and community.

4. The individual and group attention given to students has resulted in the student having a better self-concept.

5. The meeting held with the vocational and industrial art departments indicated that curriculum revision should be under consideration.

Neptune Board of Education
Neptune, New Jersey
Superintendent: V. J. W. Christie
Principal: Matthew Ciricolo
Coordinator: James Bogan

TITLE: Vocational Guidance and Job Placement

ACTIVITIES:

1. Phased out regular counseling load, including college placement, to work on placement activities.

2. Made visitations to community to establish contacts.

3. Interviewed students to determine possible employment.

4. Conducted weekly group meetings to prepare students for interviews and discuss job problems.

5. Arranged a speaker program, featuring representatives from commercial trade schools and unions, and selected tradesmen.

6. Canvassed and arranged scheduling for vocational school class openings and graphic arts trailer.

7. Catalogued and maintained file on vocational schools.

8. Served as a resource person for guidance staff on placement matters.

RESULTS:

Monthly Job Placements
December - 17
January - 20
February - 8
March - 57
April - 16
May - 18
June - 13
Career speakers - averaged one a week
Field trips - 3

Dover High School
Dover, New Jersey
Superintendent: Frank Poulos
Principal: John A. Middleton III
Director: Anthony Ciardi

TITLE: Job Placement Coordinator — Continuing Program - 1969-70 and 1970-71

ACTIVITIES:

1. Rapport has been established between Picatinny Arsenal and Dover High through the President's Youth Employment Program. Forty-four Dover students were employed for summer work at $1.60 an hour, forty hour week. 1969 - 32 in 1970.

2. The Office of Economic Opportunity has helped with the Puerto Rican people.

3. Mobile State Vocational Trailer spent two weeks at Dover High. Keypunch and typing were introduced to 65. Introduction to Vocations students certificates issued to students upon completion of training.

4. A close relationship has been established between the Guidance Counselors and the Placement Department in helping students with school problems find employment - curriculum changes.

5. The school's Special Team Psychologist and Social Worker work closely with the Placement Department in helping students with emotional problems or home problems find part-time employment.

6. Field trips to Picatinny, Stapling Machines, cheese factory, Road Building Site and All-State Business were taken by the students to give the students an insight or awareness of business opportunities for them.

7. The five cycles of Introduction to Vocation students for a seven-week experience in the areas of Machine Shop, Graphic Arts, Auto Mechanics, Engineering, Science, Technology, cycle added, Electronics and Mechanical Drawing has made it possible for students to decide the vocational interest area desired in future scheduling.

8. A one-week indoctrination course for Introduction to Vocations students covering job questionnaire, filling job questionnaires, boss problems, interview do's and dont's, problems on the job, how to hold a job, your first job. Film strips, cassettes, movies and discussions helped students.

9. The Introduction to Vocation classes received a one-week seminar by the Mechanical Contractors Association. This occupational awareness program for the seventy students involved the five teachers.

10. A form for job requests and a form for student employment is kept on file so that job referrals may be filled. An introduction form is given to each student going for an interview, introducing the student to his prospective employer. A file on each student is kept in the office.

11. A County Directory has been compiled listing each industrial plant, type of jobs, skill needed and person to see. This is to be revised this year.

12. Once a month, the five pilot schools (Dover, Hoboken, Lakewood, Trenton, Bridgeton) meet for all day discussions on how to better the program. Problem solving and initiating new ideas are discussed for possible inclusion into the program.

13. Booklet - Job Placement, A Guidebook for Counselors, was compiled. Guidance Counselors throughout the State were given copies in order to assist any school wishing to start a Placement Program.

RESULTS: 1969-70

Grade	Counseled	Registered	Placed	Percentage
9	145	104	34	32%
10	185	185	79	42%
11	160	160	92	57%
12	108	108	57	52%
9-12	598	557	262	47%

1970-71

Grade	Counseled	Referred	Placed	Percentage
9	236	155	29	18%
10	205	195	110	56%
11	230	211	115	54%
12	185	175	89	50%
9-12	856	736	342	44%

Lakewood High School
Lakewood, New Jersey
Director: Robert Kirschner
Superintendent: Laurence Hopp
Principal: George Gamvas

TITLE: Vocational Guidance and Counseling — Continuing Program 1969-70 and 1970-71

ACTIVITIES:

1. Job Placement - placing students in part-time and full-time job situations throughout Northern Ocean - Southern Monmouth counties

2. Vocational Counseling - counseling students re the world of work and acting as a consultant for both students and employers, in such areas as wage scales, hours of employment, etc.

3. Senior probe - counseling, advising and aiding employment-bound graduating seniors in finding permanent work situations.

4. Establishment of a cross-indexed file of career information and/or training centers where experiences and skills can be learned.

5. Creation of Mini-Meet Career Conferences. Local guests were invited to speak to interested groups. Speakers included Dr. Selinger, Miss Sally Scanlon, Dr. Rommel, Mr. Richard Sacks, and Mr. Arnold Mohel.

6. Innovation of a tape library. Tapes of guest speakers made for future use of Lakewood High School students and graduates.

7. An exciting Careers Fair held in Lakewood High School gym. Over 50 participants, featuring post high school training, was attended by over 1500 students and guests. Highly successful and well received by all.

RESULTS: (1969-70)

Students placed and referred:

Part-time:	187
Full-time:	13
	200

(1970-71)

The Job Placement Program at Lakewood High School continued to enjoy the same high degree of success and achievement it began and fostered the year before. Several new areas were added to the existing program for the benefit of all student body members. These additions included guest

speaker-conducted career Mini-Meets, a cross-indexed careers library, the beginning of a tape cassette library on careers, a highly successful Career Fair attended by over 50 participants and viewed by some 1500 students and guests which featured technical, trade and business schools from all over the metropolitan areas of New York, New Jersey, and Pennsylvania.

Salem High School
Salem, New Jersey
Superintendent: Granville S. Thomas
Coordinator: Mrs. Agnes Boinske

TITLE: Job Placement Coordinator

ACTIVITIES:

1. Provided group counseling sessions to ten classes in cooperation with the English Department.

2. Provided group counseling and individual counseling to girls enrolled at the Family Living Center of Salem High School.

3. Engaged in conferences and programs with personnel from community colleges, technical schools, junior colleges, vocational schools.

4. Arranged sixteen field trips to orient vocational students to the world of work.

5. Cooperated with vocational teachers in arranging testing programs and interviews for seniors interested in employment.

6. Placed five special education students in a part-time work situation at the Area Rehabilitation Center.

7. Served on an advisory committee to formulate a medical-secretarial training program at Salem County Technical Institute. The training is a shared-time program for Salem County secondary schools.

8. Appeared twice on local cable TV to promote vocational guidance and apprise viewers of new shared-timed secondary programs available at the Salem County Technical Institute.

9. Spent every Tuesday visiting seventh grade classes to encourage career exploration and planning. Speakers, field trips, roleplaying, and open discussions were part of the program.

RESULTS:

The following is a summary of our one-seminar operation:

77 Individual Counselees

23 Group Counseling meetings

16 Visits to businesses and industries

30 Students tested and interviewed for employment

8 Students placed in employment

7 Students placed in further educational training

15 Vocational meetings attended

20 Parents and/or teachers conferences

12 Referrals to other agencies

3 Adults requested vocational assistance

Linden High School
Linden, New Jersey
Superintendent: Dr. James J. O'Brien
Principal: Mr. James Scanlon
Coordinator: Mrs. Angelina Kurek

TITLE: Job Placement
Duration: January 26, 1971 - June 30, 1971

ACTIVITIES:

The Job Placement counselors are a liaison between the industrial-business community and the school. They work closely with school administrators to determine which disadvantaged students benefit from this program.

In order to make the program functional, the placement counselors engage in the following activities:

1. Meet with the advisory council.
2. Survey local occupational opportunities.
3. Involve community agencies.
4. Follow-up student referrals to employers.
5. Evaluate the program.
6. Establish a system of record keeping.

RESULTS:

1. 210 students used various sources of job information materials.

2. Seven job placement counselors services available to students worked about 620 hours.

3. Job Placement counselors have had 10 in-service day/ evening meetings - one with Advisory Committee.

4. Advisory Committee contacted three times (one meeting with Job Placement Counselors).

5. Counselors have visited 375 businesses and industries.

6. Counselors have made 16 on-the-job observations and follow-ups.

7. 208 students interviewed, counseled and served.

8. 35 parents and/or teachers were conferred with concerning the students applying for work.

9. 5 applicants were referred to other agencies such as: New Jersey Employment Service, Cooperative Industrial Education and Work Study Programs.

10. A total of 16 students employed.

11. Students working on an average of 4 hours per day at $1.60 per hour.

12. Students have earned to date an estimated $4,014.42.

IV. SCHOOL-COMMUNITY PROGRAMS

All too often schools and the communities in which they are located have existed together, isolated by ignorance and lack of communication. School-community coordination programs, embodying new techniques and approaches for expanding and strengthening lines of communication between inner city people and the school, have been developed to establish this desirable contact.

Aside from the considerable expansion of services within the Governor Cahill's Career Development Pilot Project cities (Camden, New Brunswick, and Rahway), and in the Hackensack Project, the number of school-community coordination projects funded now is seven.

School-community coordination benefits both the school and community in mobilizing the resources of both areas for their mutual enrichment. The community is made aware of the educational opportunities available to them through the school system. The school system is able to draw upon the community for expertise and resources. School and community agencies are able to do a better job; the student has the coordinated services of school and community available to him.

School-Community Program Objectives

To provide the basis for more relevant evaluation of individual community needs that could be fed back into the school program in order to create more effective educational opportunities.

To develop avenues through which those served might raise themselves educationally, economically socially, and culturally.

To maintain a close relationship with community groups interested in helping students, functioning as a bridge between such groups and the school.

To assist in the placement of students in further education whose particular qualifications fall within the Coordinator's purview.

To maintain liason with students in instances where an initial action has been instituted by another arm of the Board of Education.

To attempt to determine the underlying reasons for behavioral problems.

To recommend measures for coping with behavioral problems.

To assist in the resolution of discipline problems which have not yielded to the standard methods of approach.

To assist in the placement of students in meaningful part-time or full-time employment.

Perth Amboy Board of Education
Perth Amboy, New Jersey
Coordinator: Maximino Arroyo
Superintendent: Anthony V. Ceres
Director: George R. Zupko

Continuing Program: 1969-70 and 1970-71

TITLE: School-Community Coordinator Project

ACTIVITIES:

1. Visited various industries with the purpose of developing jobs for students and adults.

2. Supplied information and counseling to adults about further education jobs, vocational training, and evening classes, including G.E.D.

3. The Coordinator has explained his program to representatives of different agencies, such as the New Jersey Employment Office, New Jersey Alliance of Business, Project Action, On-The-Job Training and others.

4. The assistance of medical and psychiatric service was given to various students through the efforts of the Coordinator.

5. Kept a direct contact with religious, social and civic organizations.

6. Recruited disadvantaged children for camping trips.

7. Assisted Neighborhood Youth Corps to place dropout students in their program.

8. Helped fill out applications for scholarships for those students who wanted to participate in the Educational Opportunity Fund Program.

9. Served as interpreter for the parents that do not speak English (Spanish-speaking people).

RESULTS: (1969-70)

1.	Home Visits	579
2.	Legal Services	17
3.	Number of Adults registered for classes	118
4.	School age children registered	21
5.	Welfare cases	19
6.	Vocational School	14
7.	Skill Center	11
8.	Housing	9
9.	Juvenile cases	13

10.	P.T.A. meetings	9
11.	Special service cases	7
12.	Health cases	18
13.	Back to school dropouts	9
14.	Job referrals	27
15.	Job placements	29
16.	Social work cases	23
17.	Adults continuing education (college level)	9
18.	Children placed in Head Start	11
19.	Scholarships for hardcore students	5
20.	Upward Bound	6

(1970-71)

1.	Humber of dropouts that the School-Community Coordinator has been in touch with	87
2.	Home visits	349
3.	Job applications for students	34
4.	Job applications for adults	62
5.	Job Placement for students	21
6.	Job Placement for adults	27
7.	School age children registered	17
8.	Welfare cases	9
9.	Legal service cases	7
10.	Housing	5
11.	Vocational Schools enrollment	14
12.	Number of adults registered in evening classes	41
13.	Number of adults registered in G.E.D. classes	61
14.	Educational advice to parents	143
15.	Educational advice to students	51
16.	Job counseling to specific youngsters	21
17.	Specific attendance cases	82
18.	Social Service Cases	18
19.	Interpreter (No records available)	200
20.	Juvenile agency cases	11
21.	Vaccination cases	15
22.	Mental Health cases	4
23.	School Nurse referrals	19
24.	Adults continuing their education	7

Morristown Adult Education
Morristown, New Jersey
Director of Project: Leo Prybylowski
Superintendent: Dr. Harry Wenner
Principal: William E. Kogen

TITLE: Vocational Guidance of the Socially Deprived Adult/School Community Coordinator

ACTIVITIES:

1. The target adults were actively recruited.

2. When the initial contact was made, they were encouraged to meet with a counselor.

3. The counselor, recruiter, and vocational coordinator met to discuss each case.

4. Testing was done to determine the student's capabilities.

5. Employers were contacted to see if there was a need for the student's services.

6. Students were encouraged to make application to those employers who indicated a need for their services.

7. If necessary, transportation was provided to the interview.

8. Students were encouraged to enter training programs such as the licensed practical nursing program.

9. A booth was set up in a convenient area of the deprived neighborhood where residents could receive vocational information.

10. The local community action group was kept informed of the program and they helped by providing "outreach" people.

RESULTS:

1. A new program in high school equivalency started with 75 people recruited by members of this project.

2. Both Warner Lambert and Esso Research hired deprived people and provided training programs on company time.

3. Employers were eager to hire our students and in many instances provided training for them.

4. Both the pre-high school and the evening high school experienced an increase in attendance by the students. This is no doubt due to the program being more meaningful to them. The knowledge that there was job placement involved created this increase in attendance.

Passaic County Technical and Vocational High School
Paterson, New Jersey
Director: Robert VanWagner
Superintendent: Joseph G. Hausmann

Continuing Program: 1969-70 and 1970-71

TITLE: School-Community Coordinator

ACTIVITIES:

1. A segment of the coordinator's time was used for the

recruitment, interviewing, testing and selecting of a class for the school's Licensed Practical Nursing Program. Class size doubled in 1970-71.

2. Many of those candidates that failed to qualify are now enrolled in a component program at the Vocational School, namely, the Passaic County Learning Center.

3. The Coordinator arranged for sponsorship or scholarship aid.

4. The Coordinator was responsible for daily progress reports of his activities which were then plugged into a weekly letter to the Washington officials as well as to the Assistant Commissioner of Education in Trenton.

5. The School-Community Coordinator is an advisor on the School-Improvement Committee.

6. The School-Community Coordinator provides field trips to industry and tours of the school facility.

7. Development of a brochure describing the various curricula and services at the new Vocational School was provided.

8. Press releases for the newspaper media providing information about school programs and individual student achievement were written by the School-Community Coordinator.

9. The School-Community Coordinator gave talks before group and organizations describing the Vocational School and what it has to offer.

10. Home visits

11. The School-Community Coordinator arranged and participated with community agencies and organizations on behalf of the school and community.

RESULTS: (1969-70)

The new Passaic County and Vocational High School will open its doors on September 9, 1970. It will be the third largest of its kind in the United States. A concentrated effort on the part of the School-Community Coordinator was his participation in a survey and recruitment program performed for the Economic Development Administration and the County Board of Education. The purpose of this field work was to accelerate the Vocational School's desire to offer diversified skill training for 800 daytime slots and 1200 during the evening, aimed toward the enrichment of the hard core disadvantaged youth and adults of Passaic County.

(1970-71)

The School-Community Coordinator continued service as a liaison between home, community, and school, and acted to make the increased educational opportunities of the new Vocational High School known and available to the communities of Passaic County.

New agencies, such as CAMPS and IOU (Individual Opportunities Unlimited) were added to the coordinator's contacts.

Elizabeth Board of Education
Elizabeth, New Jersey
Superintendent: John E. Dwyer
Principal: Louis N. Pazienza

TITLE: School-Community Counselor

ACTIVITIES:

Activities performed during this past year run the gamut of counseling. Listed below are some of my activities:

1. Cultural enrichment trip to Delaware State College, Dover, Delaware.

2. Attended seminar of the New Jersey State Committee on Children and Youth.

3. Attended national convention for guidance counselors in Atlantic City, New Jersey.

4. Served as vice-chairman of Board of Adjustment meetings held monthly. This afforded me the opportunity to assist many citizens in countless ways.

5. Served as panelist on Station WJDM, Elizabeth, New Jersey - topic discussed was the poverty program in our city.

6. Numerous daily school visits. Services rendered in schools consist of suspensions, discipline, truancy, tardiness, fighting, theft, racial injustices, easing racial tensions, maintaining discipline at fall and winter sports, scholarship aid, educational assistance, employment, counseling, lending money, etc.

7. Assisted in local drug arrest. Numerous calls were received at my office and home. I have assisted many parents and youths and made many court appearances.

8. Visited the Union County Jail on numerous occasions to render all sorts of assistance -- legal, counseling, etc.

9. Corresponded with youths and adults in penal institutions.

10. Attended many, many meetings involving black groups, white groups, school meetings, community meetings, political and recreational meetings.

RESULTS:

1. Made approximately 150 home visits during the course of the year in all sorts of situations and all sorts of reasons.

2. Worked jointly with school social workers and other school personnel.

3. Utilized the resources of approximately 18 local agencies.

4. Registered 5 senior citizens for Food Stamp program.

5. Conducted Children's Christmas Party for over 200 youngsters.

6. Distributed 20 passes to a fall football game and 70 passes to a local circus held in the spring.

7. Made countless school visits.

Linden Public Schools
Linden, New Jersey
Superintendent: James J. O'Brien, Ed. D.
Coordinator: Irvin A. Hopkins

Continuing Program: 1969-70 and 1970-71

TITLE: School-Community Coordinator

ACTIVITIES:

1. The Coordinator is a liaison between the school and the community.

2. Assisted 200 suspended students in an Out-Side School Suspension program supported by Board of Education during the regular school day.

3. Conducted cultural enrichment trips.

4. Took a young man with parent to Court and then to Teen Challenge Drug Rehabilitation Center, Long Branch, New Jersey.

5. Twelve boys have enrolled at New Jersey Manpower Center in Edison, New Jersey through the Coordinator's Office.

6. Youth with varied problems were released in my custody by local Police Department, when parents weren't available.

7. Educational and job opportunities were discussed with Harris Paints and Citgo Service, both of Linden.

8. News releases informing the public of the activities of this program are sent to the local newspaper.

9. Upon recommendations of Agencies and local people, aid has been given to persons making this community their home.

10. The assistance of medical and Psychiatric services has successfully enlisted.

RESULTS:

Incoming call average 25 per day. (20 in 1969-70)

Incoming and out-going correspondence 25 pieces per day. (15-25 in 1969-70)

Walk-in cases average 10 per day. (5-10 in 1969-70)

Those contacted on the street 5 per day. (5-10 in 1969-70)

Suspension cases average 3 per day. (1-3 in 1969-70)

Youth Employment need average 10 per day. (5-10 in 1969-70)

Youth Education need average 10 per day. (5-10 in 1969-70)

Adult needs of education and employment average 40 per day. (4 to 6 in 1969-70)

Family Counseling average 3 per day. (5-10 in 1969-70)

Plainfield Public Schools
Plainfield, New Jersey
Superintendent: Russell Carpenter
1969-70 Coordinator: Charles Carter
Principal: Charles Bauman
1970-71 Coordinator: Seth L. Hicks
Principal: Joseph R. Malt

Macson Junior High School
Coordinator: Roberta L. Miller
Principal: Anthony J. Fiordaliso

Continuing Program combined in 1969-70 and separated in 1970-71

TITLE: School-Community Coordinator

ACTIVITIES:

1. Home visits (coordinating home visits with guidance counselors). This entailed counselors and School-Community Coordinator going into the homes and discussing student's progress, problems, etc.

2. Pregnant Adolescent Program (Chronically Ill Class) at the high school building on Monday, Tuesday, Thursday - 3:30 to 5:30 p.m. This program was instituted so that the students would not feel divorced from the high school.

3. The School-Community Coordinator informs the community of the various school services including: instructional, medical, counseling, home and school association, guidance, attendance, special programs, Student Grievance Program, Vocational Education, Pregnant Adolescent Program, and Vocational Services.

4. Parents' Counseling - through home visits it was found that some parents were interested in continuing their education.

5. To supervise Grievance Committee for the students of Plainfield High School whereby a student could present a grievance to the supervisor concerning any specific incident involving him in regard to a decision by a teacher or administrator, or any action taken by another student. A similar committee functioned at Macson.

RESULTS:

1. The guidance counselors became more aware of the student's specific problems by visiting the home and talking freely with the student and the parent.

2. The Pregnant Adolescent Program had 39 students enrolled - sophomores, juniors, and seniors. Out of the 39 students, 10 of 10 seniors were able to graduate with their class.

3. The coordinator, through home-parent counseling, was able to enroll 16 parents in the Adult School basic education and high school equivalency programs.

4. The coordinator also handled the student grievance procedure.

5. The coordinator was helpful in obtaining 16 jobs and placing the students in them.

6. Number of meetings, conferences, home visits and addresses to concerned parents' groups for the year in total was: Meetings - 63, Conferences - 38, Addresses - 6, Home Visits - 221.

7. Lunch tickets were available to 134 students at Macson.

V. MULTI-MEDIA TECHNIQUES FOR CAREER GUIDANCE

Guidance oriented multi-media materials were cooperatively designed and produced by subject teachers, counselors, students and audio-visual technicians. The main thrust was aimed at providing opportunities to the student to clarify his self-image.

How the individual perceives himself and establishes an "operational" self-image is the outgrowth of a multiplicity of experiences and interactions. The opportunity to see and hear himself as a means of enhancing chances for self-identity, rarely a part of the counseling setting, has been effectively provided in these experimental projects.

One great advantage of locally generated materials is that they are adapted to the particular nature of local conditions. Locally generated materials may be superior to commercial products in tneir reflection of the local situation.

Multi-Media programs have been operating in Morristown and the East Windsor Regional district. A great increase in programs of this type is forecast.

Multi-Media Program Objectives

To incorporate the viable dimensions of "sight and sound" in the learning process.

To expand lines of communication between school, community, and industry.

To broaden and strengthen articulation throughout the entire K-12 Career Development experiences.

To enhance the opportunity for self-awareness.

To enable the student to perceive himself in work-related

experiences.

To aid in the development of student decision-making skills through peer group critiques possible via multi-media techniques.

Hightstown Intermediate School
East Windsor Township School District
Hightstown, New Jersey
Director of Project: Mr. Robert Wurtzel
Superintendent: Dr. John J. Hunt
Principal: Mr. Fred Wian

TITLE: Student Exploration of Local Job Opportunities through Sight and Sound

ACTIVITIES:

1. Students left the structured classroom on six different occasions to visit local industries, such as: Cities Service, RCA, IBM, Trenton Times, Twin Rivers, and the Hightstown High School Trade and Industrial Department.

2. Pictures and tapes of the field trips were made where permitted. These became the basis for some discussions in class.

3. Thirteen two-hour long sessions were held in which discussions were held involving vocational guidance matters.

4. The students were introduced to the skill of film developing.

RESULTS:

1. Teachers and students developed a greater appreciation of the vocational opportunities offered by the community.

2. Selected industries became more aware of the desire of school people to learn what industry needs.

3. An appreciation of school relevancy to work was developed.

4. The students felt that their needs were being met.

Morristown High School
Morristown, New Jersey
Director of Project: G. Reginald Harrison
Superintendent: Harry Wenner
Principal: William E. Kogen

TITLE: Gaining Vocational Awareness of Seventh and Eighth Grade Students through Television

ACTIVITIES:

1. Fifteen seventh and eighth grade students first visited TV studio for activity orientation and private interviews. The vocational subject was general carpentry.

2. All fifteen students were disadvantaged and participants in a summer community program offered by the Office of Economic Opportunity and Neighborhood House organizations. All students took part in a roofing demonstration which was taped as a segment of the total video show.

3. Fifteen other students, members of the school's TV-Radio group, performed the various technical and production duties for the show.

4. The tape opened with a discussion between the school's Guidance Director and Construction Shop teacher, followed by a taped slide presentation on Morristown's yearly construction program and specific building accomplishments recorded by past students throughout the Morris County area.

   At this point, the above roofing demonstration was enacted by the project students. Finally, individual counseling was initiated by the Guidance Director and project participants in an effort to uncover student reaction, favorable or unfavorable, toward the values of carpentry as a vocational career.

5. In a separate session, the participants were group-counseled, after viewing the tape, in an attempt to stimulate thinking about the values of carpentry to a growing nation. This group session was also taped, played back immediately following the live discussion which gave the group an opportunity to see themselves closely, study their own facial and body characteristics, hear their own voices as they are heard by others, and evaluate their own thinking about themselves after getting opinions from individual members of the group.

6. The prime objective of each taped and play-back session was to stimulate the individual conception of self-awareness and trust that each participant would be that much closer to a career choice.

RESULTS:

1. Self-awareness, the prime objective, we felt began to take place. The student's seeing themselves on the TV screen was a revelation indeed.

2. The experience gave each individual a sense of self-importance, substantiated by their own remarks and admissions.

3. Of the total group of fifteen, seven expressed a definite interest in following carpentry as a career; however, they were still uncertain of specific areas of carpentry which drew their interest. Exploring the host of

carpentry specialties from which a student may choose must be followed up by our Guidance Department. In the students' limited training while with us, he still has little knowledge of the hundreds of facets of carpentry available to him.

4. Guidance Counselors now have an instrument (TV) from which to draw a valuable service. Television can provide the Counselor with hidden facts about an individual's tastes and subsequent performance which could conceivably provide clues to an individual's behavior.

VI. CAREER GUIDANCE INSTITUTES

Counselor educators cooperated with the Division of Vocational Education in providing assistance to local districts in carrying out their projects. Two-way benefits were derived in that counselor educators were able to provide consultative services and at the same time had the opportunity to become personally involved in the implementation of counseling and guidance services at the local level.

An area of particular emphasis was Job Placement, which was treated by institutes at Glassboro State College and Newark State College. Job Placement Coordinators, and Guidance Counselors concerned with Job Placement, were trained, and models for future counselor training were developed.

A more general concern was with the guidance counselor's relationship with vocational education and with vocational guidance. Recognizing the need for all guidance counselors to be, ultimately, vocational counselors, attempts were made to train counselors in the theory and practice of vocational guidance.

Newark State College - Project N.O.W.
Director: Bernard Novick
Duration: July 6, 1970 - July 31, 1970

TITLE: Institute on Job Counseling and Placement

OBJECTIVES: The objective of the workshop is to develop educators who:

1. Are able to identify and utilize community resources appropriate to their particular needs.

2. Are able, when presented with a problem in curriculum development, to select and secure the assistance of the appropriate community resources.

3. Will be able, when counseling a student with certain abilities, aptitudes, achievements and interests, to suggest one or more occupations, available in the local area, suitable to that student.

4. Will be able, when confronted with a given situation in the community, to identify the most probable forces or agencies which need to be considered in order to properly understand the situation and to select appropriate action.

5. Will be able, when faced with his own limitations in dealing with a particular problem student, to select the appropriate referral agency.

6. Will know, when needing advice with long-term planning, where he is most likely able to secure competent advice from the community.

7. Will be able, when given a particular subject field, to list related occupations at various levels of educational accomplishment.

8. Can correctly identify the skills preferred or required by his area's industries and businesses for entry-level employees.

PROCEDURES:

The workshop is scheduled for six hours a day, five days a week, for four weeks. Participants will hear lectures, see films, engage in role playing, simulate business management procedures, design questionnaires, take field trips, interview businessmen and industrialists, and produce items of personal education value.

There will be no specific required texts, but extensive use will be made of items produced elsewhere and in earlier workshops, as well as publications and audio-visual material available from industry and business.

1. Administer pre-test of attitudes and behavior.

2. Introduce staff and workshop concept.

3. Show 16mm. film produced by the Central Jersey Industry-Education Council on the problem they identify and some possible solutions.

4. Show a slide report of the 1968 Community Resources Workshop so that participants can generate an effective mind-set towards coming activities.

5. Discuss business organizational patterns and industrial points of view.

6. Simulate business activities by playing "Venture," publication of Procter and Gamble.

7. Bring in one or two speakers from business and industry to describe what goes on in that sector of the economy and have questions presented by the workshop participants.

8. Take participants on a field trip of a local industry using them as a class of typical students.

9. Discuss the principles of preparing instructional objectives as an aid to explaining what we are trying to accomplish to non-educators.

10. Have participants make initial selection of a problem they wish to deal with.

11. Cooperatively design a questionnaire that will generate the data needed for all projects.

12. In light of the problems with designing the questionnaire, re-word the problem statement.

13. If necessary, revise questionnaire.

14. Discuss and role play techniques of making contacts with business and industry.

15. Through film strips and role playing, assist the participants in developing effective interview techniques.

16. Make a list of appropriate contacts.

17. Have participants themselves make the contact and conduct interviews and visitations.

18. Following a day or two in the field, have entire group review their experiences.

19. In light of these experiences, participants will then revise techniques and/or topic selection of such revision.

20. Send participants back into the field for further interviews and trips.

21. Periodically, no less than once a week, all participants will return to central location for discussion of experiences and sharing of data.

22. Throughout the process of visitations and interviews, the staff will serve in an advisory capacity suggesting appropriate readings and revisions of technique.

23. Projects will be submitted.

24. Post-test will be administered.

Glassboro State College
Edward G. Haldeman: Ed.D., Professor of Psychology
Lawrence E. Gurst: M.Ed., Assistant Professor of Education
Duration: Summer and Winter Sessions

TITLE: Job Placement Institute

OBJECTIVES:

1. To create a model for future training of counselors in Job Placement which will be made available to other counselor training institutions.

2. To provide training for counselors employed in school districts engaged in vocational programs. This training is aimed at the improvement of counseling services to employment-bound counselors and vocational program personnel.

PROCEDURES:

Emphasis in the institute was on expanding counselor involvement in the practical aspects of job placement as an integral facet of counseling and guidance services. Job placement was attuned to the basic career development needs of high school students and young adults.

Guidelines for conducting such services, recently introduced in the State Department of Vocational Education publication, Job Placement Services: A Guidebook for Counselors, have been developed as a result of demonstration projects operating in five New Jersey schools during the past two years.

In a concentrated orientation period at the beginning of the Job Placement Institute the document, Job Placement Services: A Guidebook for Counselors, prepared by the demonstration projects with suggested adaptations for conducting similar services in the respective school districts was investigated by the institute participants with the idea of using materials to assist their own studies.

Supervision of the participants on-the-job was carried out by the instructors in cooperation with Division of Vocational Education consultants. One review period was scheduled during each week of the institute at which time participants had opportunities to assess their involvement. Further seminars are scheduled to take place during the school year. These will be coordinated with similar workshops involving the five existing demonstration placement projects sponsored by the Division of Vocational Education.

Consultants and specialists in the field of job placement and career development provided background information for counselor participants in regard to their own roles in the job placement picture. Emphasis was directed to continuous personal evaluation of each participant's own designated purpose.

As part of this program, each participant was to study and investigate the job market potential of their communities with the underlying motive of developing a job placement design for their respective communities.

Follow-up seminars will be held monthly during September, October and November to allow for evaluation of program and continued communication within professional community.

July 1, 1970 - December 31, 1970

Rutgers University
William C. Bingham: Associate Professor, Institute Director
Duraction: July 8 - August 7, 1969

TITLE: The Counselor and Vocational Education

OBJECTIVES:

1. To develop counselor awareness of the wide range of opportunities for student participation in the field of vocational education.

2. To develop broader concepts of effective vocational guidance practices and procedures which improve counselor

competencies in the techniques of student selection, counseling, and evaluation (for placement and training) while in work-experience programs in the high school.

3. To establish procedures for placement and follow-up of students seeking entry jobs into the labor market directly after high school graduation.

4. To effect a greater degree of interdependency, communication, and professional relationship between secondary school guidance counselors and vocational education teachers.

5. To permit secondary school guidance counselors to return to their local school districts with renewed commitment to a new model of increased relationship and communication between vocational education teachers and guidance counselors.

6. To provide counselors with adequate background needed to contribute and to promote (in cooperation with administrators and vocational education personnel) the development of vocational education programs based upon sound guidance objectives: i.e., of providing programs in accordance with the vocational and developmental needs of all students.

7. To develop channels of awareness leading to a greater degree of communication and coordination between the counseling services of the school and the counseling and placement services of local community agencies and resources.

8. To consider techniques appropriate to the cultural backgrounds of various groups of students.

PROCEDURES:

The initial meeting of the institute was devoted to pretesting, orientation, registration, and the general opening activities associated with any new course offering. Subsequent activities may generally be divided into three categories including 1) guest lecturers, 2) staff lectures, and 3) small group activities.

Program content was developed to meet the objectives described above and focused on the following subject matter areas:

1. The History and Development of Vocational Education. (Vocational Education: the historical, cultural, and economic factor which led to its growth; opportunities for vocational training; relation to the total curriculum of the secondary school; post-high school vocational education; changes in objectives through the years.)

2. The History of Vocational Guidance and its Relationship to Vocational Education.
(Development of vocational guidance; historical significance; tradition in vocational guidance in the comprehensive school; significance of recent changes; relationships between vocational guidance and vocational education.)

3. Vocational Guidance and Vocational Education in the Modern Secondary School.
(The modern high school must coordinate student guidance with vocational programs within the total school. Leadership in this direction must be taken by vocational counselors.

4. Individual Development of the Student in the Secondary School.
(Vocational and educational needs of the adolescent; processes of vocational development; development of occupational self-concepts; stages of vocational development; needs for vocational exploration, the dignity of work.)

5. The Development of Vocational Education Programs in the Comprehensive Secondary School.
(Need for vocational education programs; psychology and sociology of work; exploratory opportunities in the schools; work-experience programs; trends in the labor force.)

6. Vocational Guidance Counselors and Cooperative Work-Experience and Other Vocational Programs. (Orientation and selection of students for work-experience programs; counseling for work-experience; students' needs and satisfactions in work-experience; relationships between vocational counselors, teachers, vocational educators, and work coordinators; entry jobs.)

7. The Work-Experience Coordinator. (Roles, goals and student objectives; relationships with the employer, the student, parents; the advisory council, and the business community-at-large; other teachers, vocational counselors, and administrators.)

8. The Team in Vocational Education. (The counselor, vocational teacher, and other vocational personnel work together; use of other specialists; the student as a team member.

9. Attitudes of Counselors. (Effecting changes in behavior; attitudes as an obstacle to change; changing attitudes.)

SPECIAL PROGRAMS FOR VOCATIONAL GUIDANCE AND COUNSELING

These projects, representing a broad variety of areas, are geared toward solving specific local school problems in vocational guidance and counseling that may have important implications for other communities around the State.

The aim was to take a critical look at the various aspects, new and traditional, of the broad gamut of services provided by the counselor and to make an attempt to improve the effectiveness of such services.

It is hoped that the Special Vocational Guidance and Counseling Programs will prove to be truly exemplary, in the provision of models for replication, and as models of constructive innovation itself.

Bergen County Vocational-Technical High School
Hackensack, New Jersey
Superintendent: Neal B. Perkins
Principal: Albert Rachel
Director: James A. Wilson

TITLE: Summer Program For Disadvantaged Pupils

OBJECTIVES:

1. To develop an understanding of many job training opportunities available to high school youth.

2. To give an "introduction to vocations" experience as conducted in an area vocational education facility.

3. To provide a setting for a limited degree of skill in the use of using common tools in carrying out exploratory occupational experiences.

4. To develop a healthful attitude regarding the dignity of work and the importance of training for a job.

ACTIVITIES:

There were four hours per day of shop work in this six week summer pre-vocational orientation program. It was our desire to motivate the students by exposing them to four specific shop areas: 1) automotive, 2) electrical, 3) printing, and 4) upholstering.

RESULTS:

It is felt that this has been a successful summer program. Enthusiasm was high on the part of both students and teachers. This was a summer program which reached down into the middle school level (7-8) so as to provide actual "hands on" experiences in a vocational school setting. The program has given many boys the opportunity of being exposed to, and working in four different shop areas.

It is planned that a follow-up study of the students in this program will be made during their remaining years in high school. This study would be concerned with those students with vocational objectives and with all the students. Interests and achievements in school programs (either vocational or academic).

Vineland Adult School
Superintendent: Anthony Catrambone
Principal: Gerald J. Barry
Director: Carl Simmons

TITLE: Applying the Problem Solving Process to Educational-Vocational Planning

OBJECTIVES:

1. To aid counselees in obtaining information about educational and vocational requirements in career planning.

2. To assist counselees in undertaking a systematic process of self-evaluation regarding career planning.

3. To assist counselees in arranging visits to industry, business, trade schools, colleges, etc. to enable them to obtain first hand, up-to-date knowledge about occupations, the world-of-living.

4. To help counselees develop realistic self-concepts regarding vocations.

5. To provide individual vocational counseling as needed to supplement and complement the counselee's self-evaluation during his problem-solving approach to educational-vocational planning.

6. To provide opportunities for group counseling as needed to help counselees better understand and solve common problems which arise in the pursuance of the problem-solving approach to educational-vocational planning.

ACTIVITIES:

1. Counselees met in small groups and individually completed the twelve parts of the problem-solving model to educational-vocational planning.

2. The counselor explained and clarified the problem-solving model as individual questions arose.

3. The counselor made written and oral responses to the remarks made by the counselees.

4. The counselor administered and interpreted results of the Kuder Preference Record taken by the counselees.

5. Appointments were made by the counselor for counselees to visit businesses and industries.

6. The counselee was given an opportunity to compile occupational facts on alternate occupational choices.

7. Occupational information was researched in the Dictionary of Occupational Titles, SRA Work Widening Occupational Roles Kit, Behavioral Research Laboratories Work Kit, and the Occupational Outlook Handbook.

RESULTS:

1. Counselees became:

   a. more conscious of their needs in obtaining desired occupation;

   b. more decisive about their career plans;

   c. more realistic in their career aspirations;

   d. better informed about the requirements of various occupations and the world of work;

   e. more confident of their ability to change and improve.

2. Adults who were parents felt that their children should be involved in the problem-solving experience to career planning.

3. Based on the Process Evaluation the counselee found:

   a. the Problem-Solving Process very helpful

   b. the Process much more helpful than with previous occupational counseling they experienced

   c. the role played by the counselor very helpful in clarifying and restating the counselee's reaction to selections of the Process.

4. Revisions were made in various parts of the model.

5. The investigator and the counselors felt that the problem-solving model was tool inducive to homeroom, Introduction to Vocations calsses and other group guidance activities.

6. Counselees obtained first-hand information about various occupations through personal visits to businesses and industries.

7. Counselees learned a systematic approach for solving problems.

Essex County Vocational Schools
Supervisor: George B. O'Connor
Superitnendent: Stephen Adrasko

TITLE: Evaluation of Title I Career Exploration Project

OBJECTIVES:

1. To stimulate thought for vocational education offered at Essex County Vocational Schools.

2. To stimulate thought on occupational choices.

3. To develop a healthy concept and understanding of the work and society in general.

4. To present as much information as possible on major occupations in the time allowed.

5. To eliminate the myth surrounding vocational education.

ACTIVITIES:

1. Recruitment by telephone contact with school principals, by mail, by visits to homes, and after the third week of the program, by the students already involved.

2. Personal interview with each student.

3. An explanation of the opportunities available in each trade, of the economics involved and of the benefits derived from vocational education.

4. Orientation and student selection of general shop projects and tools.

5. Visits to industry, to a zoo, to museums, an aquarium, to a picnic, and to the Garden State Arts Center.

6. Counseling sessions

RESULTS:

The students showed a great enthusiasm for the program--as exhibited by the following quotes:

It is "fun and you learn so much".

It shows "how to get along with people".

It helps you to "learn how to use tools, to build things and to get to meet new friends".

It helps you to "learn to follow directions".

It gives you "knowledge and confidence to do things never done before".

It "gives freedom to more around".

It shows how "everyone has to help each other to get along, even with someone you don't like".

It shows that "teachers have patience".

It shows that there are teachers who "show you how to use tools instead of asking about tools".

The teachers found the students having:

"Keen interest in making individual projects".

"Increased enthusiasm as the projects took form".

"Personal pride in their work".

"An abundance of motivation for each new day".

"Lacking in the fundamentals of arithmetic".

The overall enrollment numbered 54.

There were 11 dropouts.

Causes of dropping out:

3 -- working

2 -- camp

2 -- illness

4 -- count not to be contacted

Deptford Township High School
Deptford, New Jersey
Coordinator: Eugene B. Boinske
Vocational-Educational Guidance Counselor
Duration: June-December, 1971

TITLE: Follow-up of school dropouts and guidance for their continuation of Education and Vocational Training

OBJECTIVES:

1. To provide the opportunity for all recent school dropouts to participate in an intensive vocational guidance program.

2. To expand our placement service for the benefit of all recent school dropouts.

3. To help dropouts become aware and capitalize upon the educational facilities available to them at Deptford High School.

4. To help dropouts become aware of and to help them capitilize upon the vocational training facilities available to them at Deptford High School.

5. To inform the community of the educational and vocational facilities available to them at Deptford High School.

6. To assist these dropouts and other unemployed in appraising their unique aptitudes, abilities and skills by providing specific information, education, and vocational training regarding occupational qualifications, responsibilities, and work patterns in areas of their interest.

7. To help these dropouts uncover new sources of employment opportunities.

PROCEDURES:

1. Questionnaires were sent out in June and July to all students who had left school in the past seven years. The initial letters explained the program and included a stamped, (9 questions--yes or no answers) school addressed, post card type questionnaire. Two weeks after the initial letters were sent, a reminder post was sent to all students who had not answered. This card asked the former students to please return their questionnaire or call the school at the number given.

2. Dropouts and former students who indicated on the questionnaires that they were in need of vocational guidance were personally contacted in July by the vocational education counselor.

3. The guidance staff, after evaluation of all data collected, will propose to the adult school administrators the needs of these former students.

4. These dropouts and former students will be guided toward the possibility of finishing their education in the adult evening school and at the same time to enroll in a vocational education course.

5. Guidance counselors will be available during the evening school to assist all students.

6. Every effort will be made to meet the educational and social needs of the student and community as well as satisfying the labor market.

RESULTS:

Initial letters and questionnaires sent to all former students who dropped out of Deptford Township High School between January, 1964 and December, 1970. 440

Reminder post card sent out two weeks later to students who had not answered. (This number does not include unknowns from first mailing). 307

Unknowns-letters returned by Post Office as moved and no forwarding address. (Forwarding addresses are discarded after two years).

	Percent	Number
	23.0%	101
Unknowns-attempts were made to contact by telephone but numbers or exchanges had been changed or disconnected.	21.8%	96
Unknowns-letters not returned - telephones not connected. Impossible to contact	27.7%	122
TOTALS UNKNOWNS (no contact)	72.5%	319
Former students who were contacted and counseled:		
Former students who indicated a desire to complete or continue their education or training.	14.1%	62
Former students not interested in program.	8.4%	37
Former students presently in Armed Forces.	1.8%	8
Former students - deceased	1.6%	7
Former students who have completed High School Education.	1.6%	7
TOTAL (contacted)	27.5%	121

The sixty-two former students who indicated an interest in completing their education were interviewed and counseled and the following are results of interests:

Return to day-time school as a regular student	2
Transcripts sent to Trenton to be analyzed for evaluation	2
Interested in obtaining a G.E.D. certificate	58

Also interested in the following vocational courses and training:

Beauty Culture	9
Auto Mechanics	7
Welding Trades	7
Building Trades	4
Business and Commercial Areas	13
Sewing	3
Electric Trades	2
Drafting	1
Food Services	1

Woodbridge Township Public Schools
Woodbridge, New Jersey
Director: Bernard Novick

TITLE: A Regional Approach to School-Industry Cooperation

OBJECTIVES:

1. All teachers in the constituent districts would have a copy of, or access to a copy of, data relating individual subjects to possible career fields.

2. All teachers would be aware of the resources available from the Office of School-Industry Cooperation.

3. 75% of the teachers of vocational subjects will take advantage of the services of the Office of School-Industry Cooperation.

4. Guidance counselors would be able to list the services available from the Office of School-Industry Cooperation.

5. 75% of the senior high school counselors will have had at least four contacts with the Office to secure appropriate services.

6. An in-service program for teachers and administrators will be established for all participating districts and will be rated as satisfactory and helpful by at least 60% of those attending.

7. 50% of those firms employing over 500 workers would be participants in the area of the Office of School-Industry Cooperation.

8. 25% of the teachers in academic subjects would take advantage of the services in terms of speakers and/or program material from the Office of School-Industry Cooperation.

9. Students would be aware of the Office of School-Industry Cooperation as a resource for vocational information and job placement.

10. 50% of the voationally-oriented courses would have available materials that were provided for them through the efforts of the Office of School-Industry Cooperation, materials useful for instructional objectives.

ACTIVITIES:

In Woodbridge all secondary teachers received this information in a Binder and all elementary principals received multiple copies for use by teachers.

In other districts, data sent to department heads and/or chairmen, all guidance counselors, librarians and building administrators.

Announcement of in-service courses and workshops are disseminated to all teachers.

Meetings with entire faculties, departmental and administrative groups are scheduled throughout the year.

C.J.I.E.C. "Quarterly" is disseminated to all administrative personnel.

Brochure of C.J.I.E.C. services sent to all administrative personnel and Board of Education members in constituent districts.

Check list questionnaire listing services offered was sent to all teachers.

The Career Guidance Fair was announced to all.

Field Trip and Speaker sections of Binder list many entries of special interest to all teachers.

Throughout the year, staff members have had numerous meetings with guidance staffs, and with individual counselors.

Such programs as Career Guidance Fair and Job Opportunity Forum involve all counselors.

Counselors can call the office for information, to borrow material, and to consult on materials related to their concerns.

A variety of career-subject oriented courses and a course in the Use of Instructional Objectives were offered in the fall, early spring, and late spring semesters.

A course in Educational Management by Objectives for administrators was conducted in the spring for one constituent district.

Area companies were contacted as a result of C.J.I.E.C. luncheons, Job Opportunity Forum, Career Guidance Fair, feedback from teachers and counselors, and conferences attended by staff.

RESULTS:

Records were maintained of speeches, visits, and consultancies made by the staff members; as well as requests for services initiated by administrators, counselors, and teachers in all constituent districts. Furthermore, an evaluative checklist was distributed to all educational personnel.

An examination of the data generated through these methods indicated that Objectives 1 and 2 were achieved at a level of 75% success.

Objectives 3, 4, 5, 7, 8 and 10 were achieved.

Objective 6 was achieved and rated as satisfactory and helpful by over 90% of the participants.

Objective 9 was determined to be invalid and, therefore, not measured.

Morristown Board of Education
Morristown, New Jersey
Director of Project: Leo Pryblowski
Superintendent: Dr. Harry Wenner
Principal: William E. Kogen

TITLE: Summer Vocational Guidance Program for Disdavantaged Youth

OBJECTIVES:

1. To inform the disadvantaged youth of the community of the educational programs and areas available to them.

2. To recruit those youth in the community who will benefit from exposure to the vocational and business programs available to them at Morristown High School.

3. To prepare the student for future vocational training, both trade and business, through carefully planned projects where success can be achieved; a factor deemed important to this type of student.

4. To give the student exposure to the different business activities and opportunities in the local area through field trips.

5. To provide guidance to the student in needed areas which include: personal, social, and educational problems.

6. To impress on the student such behavioral goals as punctuality, neatness of work and dress, self-control, cooperation, and the following of directions.

7. To build the student's desire to learn and become an integral part of his school and community.

ACTIVITIES:

1. The youth were selected by a school-community worker, and actively recruited by the program instructors.

2. Two, two-week sessions, and one, one-week session were established. The first week of the total six-week program was used to plan and coordinate the program.

3. Three mornings per week were devoted to training and exposure to developmental skills in the construction shop and business area.

4. Three afternoons per week were devoted to recreational activities supervised by the instructors. Activities included were: swimming, volleyball, basketball, tennis, badminton, ping-pong, wiffle ball, and baton twirling.

5. Two days each week were used for educational and recreational field trips.

6. Group guidance sessions were held with the students when they returned from the field trips listed above.

7. One morning in each session was set aside from the regularly scheduled activities so that all students could see a demonstration of the school computer operation. After the demonstration the students were allowed to use the keypunch machines, and to play computerized baseball with the equipment.

8. All activities were planned to give social and educational awareness needed by disadvantaged students of this age group.

RESULTS:

1. Produced vocational awareness on the part of the student.

2. Gave actual student contact with projects designed to give

successful results. This contact may be helpful in directing their career selections along these lines.

3. Created an awareness of the shop and business offerings in Morristown High School to the student who will be entering high school in the near future.

4. Provided some of the basic skills and attitudes necessary for a person to take his place in society as a useful worker.

5. Developed rapport between student and instructor. Enabled student to relate to the instructor as a person as opposed to the stereotype which many disadvantaged students have had of a teacher in the past.

6. Enabled student to identify the program with positive job opportunities available to him upon completion of courses in these related areas.

7. We feel that the program has provided a much needed opportunity for the disadvantaged student in the area to relate to vocational work, and achieve some success. This is possible by direct rapport not normally possible in a regular school program.

8. Created a learning situation where success could be achieved; a factor important to disadvantaged students who to this point have had only limited success in school.

Jackson Memorial High School
Jackson, New Jersey
Superintendent: Gerald V. Savage
Principal: Frank Morra

TITLE: Educational Motivation and the World of Work

OBJECTIVES:

1. To identify areas of occupational interest in the senior class and selected underclassmen.

2. To establish and maintain a working relationship with business and industry.

3. To enable students to gain a realistic perception of the "World of Work".

4. To develop an occupational placement program based on a realistic appraisal of students' perception of the world of work and their own skills.

ACTIVITIES:

1. One hundred ninety-seven (197) letters to area business and industry were mailed. The letter described our student testing, counseling, and placement program and enlisted their cooperation. A pre-addressed stamped return card was enclosed.

2. A file card was developed on the responses. Follow-up personal contacts were made to establish a working relationship for full-time and part-time job placement.

3. An Occupational and Career Survey Card was distributed to and completed by seniors during group counseling sessions. The results were then available to group the seniors in occupational interest groups for further career information and occupational trips.

4. The General Aptitude Test Battery (G.A.T.B.) was administered to cooperative seniors on a Saturday morning testing schedule. The G.A.T.B. was administered by staff counselors who had been trained through the cooperation of the New Jersey Employment Service. G.A.T.B. testing materials and equipment had been purchased by the school district.

5. Individual Occupational Aptitude Profiles were developed for each person tested.

6. Letters were sent home to seniors and their parents describing the testing, and the counseling, and job placement follow-up.

7. Tested individuals were individually counseled by appointment to interpret the Occupational Profile and relate it to their interests and the job market.

8. Sample application forms and interview techniques were used in classroom sessions.

9. Actual job placements were affected by the project staff and through the cooperation of the New Jersey Employment Service, Trenton Office.

RESULTS:

1. Ninety-four (94) businesses and industries returned the self-addressed return card.

2. Approximately thirty (30) additional personal contacts were made in addition to the return cards listed below.

3. The G.A.B.T. was administered to eighty-eight (88) individuals.

4. Occupational Aptitude Profiles were prepared for eighty-eight (88) individuals.

5. Sixty-one (61) individuals made and kept appointments for Profile interpretation and job follow-up.

6. Fifteen (15) full-time job placements were made, including a local dentist, real estate, bank, Bell Telephone, local bus company (mechanic), and a local automobile service department.

7. A wide variety of service-related part-time and summer job placements were made.

Point Pleasant Borough Board of Education
Point Pleasant, New Jersey
Superintendent: Lawrence De Bellis
Director: Richard P. De Fonce
Principal: George Ball

TITLE: Follow-up Study to Bridging-The-Gap

OBJECTIVES:

1. To determine if students placed through the Bridging-The-Gap program have been upgraded.

2. To determine the types of jobs the students have held.

3. To determine the number of employers for which graduates have worked.

4. To renew personal contacts with business and industry previously surveyed.

5. To determine if the students have developed job responsibility.

ACTIVITIES:

1. Contact students originally placed in positions through the Bridging-The-Gap program to determine their present places of employment.

2. Visit current places of employment to determine student job attitudes and advancement possibilities.

3. Where possible, speak directly with the students while they are working.

4. Compile information pertinent to proving upgrading or non-upgrading.

5. Report findings through compilation of data on charts and graphs.

RESULTS:

1. Most students show indications of upgrading both financially and in skill training.

2. Many students, although they moved from the immediate area, have settled within Ocean and Monmouth Counties.

3. Few students have worked for more than two employers showing job satisfaction.

4. Employers were more than pleased at the work production of the Bridging-The-Gap graduates.

5. Most of the males who graduated have joined one of the Armed Forces to fulfill their obligation before seeking employment.

6. Several students have furthered their education in order to improve their chances for advancement.

7. Previous personal contacts with employers were renewed.

Rahway High School
Rahway, New Jersey
Superintendent: Richard M. Nash
Principal: Roy M. Valentine
Temporary Director: John Wallace

TITLE: Pilot Placement Project - A Six Week Study

OBJECTIVES:

1. Establish communication between school and community organizations for the purpose of obtaining jobs for those age sixteen and over, and to locate new job sources.

2. Create a committee of interested local industrial talent to aid in making vocational training and job placement a respected and permanent part of the guidance service.

3. Provide and maintain files of all current and possible new job sources and of eligible students and former students.

4. Motivate the student to continue his education and establish positive values toward a place in the working society and to provide the means for testing and developing those positive attributes.

5. Establish in-service programs on a local basis with related staff members.

6. Supply vocational counseling for individuals or groups whenever needed.

7. Serve as a contact point for former students.

8. Publicize the role of this service as a clearing house for suggested curriculum revision in the vocational area.

ACTIVITIES:

1. Materials were collected to conduct a job survey.

2. A full list of those leaving school before graduation was developed, starting with records for 1968.

3. The listing of job locations, for the three coordinator programs, was put in a central file.

4. Profiles on 116 area companies are now on file.

5. Students will be registered in September.

6. All information obtained this summer was forwarded to the local community action office. Relations with community action proved so satisfactory that most of the placement activity was centered there for the balance of the program.

7. The dropout situation was approached through two units. The working student will be enrolled in Rahway or Woodbridge, having reached the age of sixteen, and with the approval of both his counselor and his principal.

8. Letters were sent to all those on the dropout list.

9. A list of community service organizations has been obtained with the objective of contacting members and outlining the role of vocational improvement and the new placement service.

10. A comprehensive bulletin has been obtained to be used as criteria for interviewing and soliciting committee members for a local branch of the industry-education council.

11. A very advanced system of providing occupational information can be obtained through the Central Jersey Council, and it will be recommended that this system be used as the backbone for a series of mini-courses in vocational orientation to be scheduled in place of small study halls.

12. Registration with all of the free publications for state and federal vocational information has started to bring in bulletins already.

13. The local state employment service has arranged to test and evaluate any former student.

14. The school social worker contacts any home on the child study schedule, and community action's social welfare director will obtain further information, when necessary.

15. Space has been provided for separate phone and interview facilities, but it is suggested that it be manned by students.

16. Bulletin space will be provided in the main hall of the school for job information.

RESULTS:

1. 51 students were placed through school and community projects.

2. The initial result was daily contact with the people of the community.

3. Community agencies were provided with information they did not know existed.

4. The additional benefit toward the adult population came in several ways. The director for social services at community action is the first student enrolled for this fall's G.E.D. sessions. Several of the companies listed in the directories supplied them have become regular job sources for their adults.

VII. THE FUTURE

Programs of the type described in this report may be used as building blocks, by which career education program development may take place. Through planned expansion and program addition, a fully articulated career education project may be achieved. The end result of such gradual formation will be an operation similar to the Hackensack Project or Governor Cahill's Career Development Pilot Project.

Such evolutional growth should take place on a pre-planned basis. To assist in planning the Division of Vocational Education has available a model for career education program development.

Elements of a full career education program might include Pre-School and elementary school Technology for Children programs, the Introduction to Vocations Programs, short term Occupational Exploration programs, summer programs, a Career Resource Center, systematic evaluation procedures, use of computer information services, active school-community coordination, school-industry cooperation and adult programs in addition to regular Vocational-Technical programs normally offerred. Special programs relevant to the particular needs of the community involved may also be developed.

This report, aside from the brief descriptions of the Hackensack Project and Governor Cahill's Career Development Pilot Project, is largely confined to descriptions of Job Placement, School-Community, Multi-Media and vocational guidance programs. Information on other programs associated with the career education effort may be obtained from the various specialists in the State

Department of Education, Division of Vocational Education.

It must be remembered, however, that programs of the types described in this report, do not in themselves comprise the total career education effort. They are essential to a career education project.

The reader may use this report for the investigation of alternative approaches within the different program types. Some activities are virtually dictated by the objectives of the programs and are common to most of the descriptions. For example, most job placement activities include the referall of students to employers.

Of greater interest should be activities designed to meet program needs. Commonalities, of course, exist here also. Many job placement programs involve career days, or career fairs, or the formation of career clubs. School-community programs involve liason with other agencies, but the range of community groups worked with by the various coordinators includes both commonalities and unique cases.

It is not necessary for the reader to select any one program as a model and attempt to replicate it in detail. Rather, he or she may create a new program through the selection of a configuration of activities drawn from a number of programs. Past experience may also suggest new approaches which may replace or be added to known program activities.

By this process, the base of program experience may be widened, allowing for further experimentation and development. In essence, then, this report stands as a challenge to the educators of

New Jersey. They may take from the report what is of use to them, and, through their program efforts, utilize the report and its body of experience for the benefit of future practitioners.

IX. DIRECTORY OF REPORTED PROGRAMS

Years Reported	Program Type	Local Educational Agency	Program Title	Director/coordinator	Page
1969-70	Special Vocational Guidance and Counseling Program	Bergen County Vocational Technical High School	Summer Program for Disadvantaged Pupils	James A. Wilson	
1969-71	Career Development	Hackensack	Career Development-A Pre-school to Adult Model Program	Irving Moscowitz	
1970-71	Job Placement	Hackensack	Job Placement Coordinator	Ed Acciardi	
1970-71	Job Placement	Burlington City	Vocational Guidance and Job Placement	Jane G. Bowers	
1971	Career Development	Camden, New Brunswick and Rahway	Governor Cahill's Career Development Pilot Project	Fred Capello, George Meyer, and Edward Hirschman	
1969-70	Special Vocational Guidance and Counseling Program	Camden City	Adult Office of Employment Services	Dr. Rebecca Butler	
1969-71	Job Placement	Bridgeton	Vocational Guidance and Job Placement	Leroy Garrison	
1969-70	Special Vocational Guidance and Counseling Program	Vineland	Applying the Problem-Solving Process to Educational-Vocational Planning	Carl Simmons	
1969-70	Special Vocational Guidance and Counseling Program	Essex County Vocational Schools	Evaluation of Title I Career Exploration Project Summer 1970	George B. O'Connor	
1969-71	Job Placement	East Orange	Job Placement Coordinator	Joseph S. Rinaldi (East Orange H. S.) Glenn A. Cohen (Clifford J. Scott H.S.)	
1969-70	School-Community Coordination	East Orange	School Community Coordinator	Samuel J. Simpson	
1969-70	Summer Institute	Newark State College Project N.O.W.	Institute on Job Counseling and Placement	Bernard Novick	

1970-71	Job Placement	Orange	Vocational Counseling and Placement	Allan Pokrywa	
1970-71	Special Vocational Guidance and Counseling Programs	Deptford Township	Follow-up of School Drop-outs and Guidance for their continuation of Education and Vocational Training	Eugene E. Boinske	
1969-70	Summer Institute	Glassboro State College	Job Placement Institute	Edward G. Haledman	
1969-71	Job Placement	Hoboken	Creative Vocational Placement	Anthony Kolich	
1969-70	Multi-Media Techniques	East Winsor Regional	Exploration of Local Job Opportunities through Sight and Sound	Robert Wurtzel	
1970-71	Job Placement	Edison	Job Placement Coordinator	James O'Leary and Stephen Achaves	
1969-71	Job Placement	Perth Amboy	Job Placement Coordinator	Robert S. Estok	
1969-71	School-Community Coordination	Perth Amboy	School Community Coordinator	Maximino Arroyo	
1969-70	Summer Institute	Rutgers University	The Counselor and Vocational Education	Dr. William C. Bingham	
1970-71	Job Placement	South Brunswick	Career Guidance	Leroy Alston	
1970-71	Special Vocational Guidance and Counseling Programs	Woodbridge Township	School-Industry Cooperation	Bernard Novick	
1969-70	Special Vocational Guidance and Counseling Programs	Asbury Park	Career Resource Center	Kenneth M. Benus	
1970-71	Job Placement	Neptune	Job Placement Coordinator	James Bogan	
1969-71	Job Placement	Dover	Placement Coordinator	Anthony Ciardi	
1969-70	School-Community Coordination	Morristown	Vocational Guidance of the Socially Deprived Adult/School Community Coordinator	Leo Prybylowski	

1969-70	Multe-Media Techniques	Morristown	Gaining Vocational Awareness of Seventh and Eighth Grade Students Through Television	G. Reginald Harrison	
1969-70	Special Vocational Guidance and Counseling Programs	Morristown	Summer Vocational Guidance Program For Disadvantaged Youth	Leo Prybylowski	
1970-71	Special Voca- Guidance and Counseling Programs	Jackson	Educational Motivation and the World of Work	Herb Lvehrs	
1969-71	Job Placement	Lakewood	Vocational Guidance and Counseling	Robert Kirschner	
1969-70	Special Vocational Guidance and Counseling Programs	Point Pleasant Borough	Follow-up Study to Bridging the Gap	Robert P. DeFonce	
1969-71	School-Community Coordination	Passaic County Vocational	School Community Coordinator	Robert Van Wagner	
1970-71	Job Placement	Salem	Vocational Counseling and Placement	Mrs. Agnes Boinske	
1970-71	School-Community Coordination	Elizabeth	School Community Coordinator	Howard J. McKenzie	
1969-71	School-Community Coordination	Linden	School Community Coordinator	Reverend Irvin Hopkins	
1970-71 1969-71	Job Placement School-Community Coordination	Linden Plainfield	Job Placement School Community Coordinator	Mrs. Angelina Kurek Charles Carter Roberta L. Miller and Seth Hicks	
1969-70	Special Vocational Guidance and Counseling Programs	Rahway	Pilot Placement Project-A Six Week Study	John Wallace	